Week Of March 27 – March 31, 2017	Jennings Junior High School CPA Lesson Plan				
Subject: English Language Arts			**Grade Levels: 7 & 8**	**Instructor: Mrs. A. Keys**	
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Key Concepts - Learning Targets /Daily Objective	By the end of the lesson, I will be able to: **RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Review)	By the end of the lesson, I will be able to: **RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Review)	By the end of the lesson, I will be able to: **RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Review)	By the end of the lesson, I will be able to: **RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Review)	By the end of the lesson, I will be able to: **RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Review)
Essential Question(s)	• How do I determine the meaning of an unfamiliar word or usage? • How do words and their use influence language?				
Common Core Standards	**RI.7.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1 –** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
DOK Level(s)	2-3	2-3	2-3	2-3	2-3
Vocabulary	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes
Class Procedures/Lesson Design	**Do Now: (5-7 minutes)** Free Write: Journal Writing/One paragraph 5-7 Sentences.	**Do Now: (5-7 minutes)** Paragraph Editing: Use correct symbol to edit.	**Do Now: (5-7 minutes)** Free Write: Journal Writing/One paragraph 5-7 Sentences.	**Do Now: (5-7 minutes)** Paragraph Editing: Use correct symbol to edit.	**Do Now: (5-7 minutes)** Free Write: Journal Writing/ One Paragraph 5-7 Sentences. Friday: Do Now - Journal Check.
	Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)	**Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)**	**Whole Group Lesson: Anticipatory set/Objective, including strategies (12 – 15 minutes)**	**Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)**	**Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)**

	Teacher ask: Which form or structure does the author use in this poem?	Teacher ask: What happens or is said in this text?	Teacher ask: What pieces of evidence provide the strongest support for your inferences?	Teacher ask: How are the reader's or audience's point of view different from the characters' in the story?	Teacher ask: What is the subject of this text?
	Whole Group: Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Take Cornell Notes over letter writing.	**Whole Group: Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Students will: Finish friendly and business letter.	**Whole Group: Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Students will: ThinkCerca online MAP Practice.	**Whole Group: Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Students will: DRC Insight practice.	**Whole Group: Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Students will: Insert Homework Packet Week 28 into Mastery Connect.
	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Write a friendly and business letter and share with me for grade. Homework Week 28 due Friday, March 31, 2017	**Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)** Students will: Continue MAP online training use manipulatives. (mice and headphones)	**Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)** Students will: Continue to work on ThinkCerca online practice. Work on Google slides from summary of novel.	**Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)** Students will: DRC Insight practice.	**Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)** Weekly reading comprehension assessment – Mastery Connect Socratic Seminar from 2nd novel, completed.
Highly Tested GLEs: (MAP Time) Devoted to Common	Exit Slip	MAP TIME- New York Times	Exit Slip	MAP TIME – Acuity	
Core/Daily Formative Assessment (5-10 Minutes)					Bi-Weekly Common Formative Assessment – Mastery Connect
Homework	Weekly English Language Arts - Common Core Grade Level Packet also placed on my Weebly Website: http://angelakeys.weebly.com/ 1. Story Elements 2. Prediction 3. Main Idea/Central 4. Point of View 5. Theme				

Summative Assessment	DRC Insight Online Assessment, Acuity, Common Formative Assessments, MAP, SRI, ACT, CA/PARCC released items, Princeton Review Work Book
Materials and Resources	1. Novel – The Adventures of Tom Sawyer and Big Mouth and Ugly Girl 2. Composition Note Book 3. Interactive Notebook/Google Classroom 4. Dictionary/Thesaurus 5. Pen/Pencil 6. Laptops 7. New York Times Learning Website 8. Chromecast 9. Lan School 10. Acuity 11. Actively Learn 12. Kagan Structures 13. ThinkCERCA 14. Read Works Digital
Unit Planner and Special Notes	**ANNOUNCEMENTS:** 1. MAP Testing – April/May